DOCUMENT RESUME

ED 164 809 CE 018 266

TITLE	National Advisory Council on Adult Education. Annual Report, 1978.
INSTITUTION	National Advisory Council on Adult Education, Washington, D. C.
PUB DATE	Aug 78
NOTE	63p.; Not available in hard copy due to reproducibility problems
AVAILABLE FROM	Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 052-003-00566-2, $2.50)
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	Activities; *Adult Education; Adult Education Programs; *Advisory Committees; Educational Legislation; Educational Planning; *Federal Legislation; Meetings; National Organizations; Objectives
IDENTIFIERS	Adult Education Act 1976; United States

ABSTRACT

This report is an account of the 1977-1978 activities and actions taken by the National Advisory Council on Adult Education in efforts to contribute to adult education legislation. The publication contains eight sections: (1) a review of the dates, sites, and content of council meetings, (2) an outline of the priority agenda items of council meetings, (3) a list of council membership, (4) a list of on-site visitations, (5) a record of the council's legislative activities, (6) a statement of council goals (for example, the first of four goals was to finalize and formally adopt specific amendments and legislative specifications for reauthorization of the Adult Education Act) and an outline of the standing committee's makeup and responsibilities, (7) a review of council activities, and (8) a summary of past council activities and some questions for the future. The appendixes contain a copy of the Adult Education Act (P.L. 91-230), as amended; Title XII--Amendments to the Adult Education Act (H.R. 15); Title III--Extension of Related Education Programs (S. 1753); a table showing state allotment of federal funds for 1976-1979; and a list of council publications. (CSS)

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ANNUAL REPORT

NATIONAL ADVISORY COUNCIL ON ADULT EDUCATION

1978

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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National Advisory Council on Adult Education

As mandated in the Adult Education Act (P.L. 91-230 as amended)

Sec. 311 (a) The President shall appoint a National Advisory Council on Adult Education (hereinafter in this section referred to as the "Council").

(b) The Council shall consist of fifteen members who shall, to the extent possible, include persons knowledgeable in the field of adult education, State and local public school officials, and other persons having special knowledge and experience, or qualifications with respect to adult education, including education for persons of limited English-speaking ability in which instruction is given in English and, to the extent necessary to allow such persons to progress effectively through the adult education program, in the native language of such persons, and persons representative of the general public. The Council shall meet initially at the call of the Commissioner and elect from its number a chairman. The Council will thereafter meet at the call of the Chairman, but not less often than twice a year. Subject to section 448(b) of the General Education Provisions Act, the Council shall continue to exist until July 1, 1978.

(c) The Council shall advise the Commissioner in the preparation of general regulations and with respect to policy matters arising in the administration of this title, including policies and procedures governing the approval of State plans under section 306 and policies to eliminate duplication, and to effectuate the coordination of programs under this title and other programs offering adult education activities and services.

(d) The Council shall review the administration and effectiveness of programs under this title, make recommendations with respect thereto, and make annual reports to the President of its findings and recommendations (including recommendations for changes in this title and other Federal laws relating to adult education activities and services). The President shall transmit each such report to the Congress together with his comments and recommendations. The Secretary of Health, Education and Welfare shall coordinate the work of the Council with that of other related advisory councils.

This report is published under provisions of the Adult Education Act and the Federal Advisory Committee Act.

National Advisory Council on Adult Education, 1978
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Library of Congress Catalog Card Number 72-77178

AUGUST 1978

For sale by the Superintendent of Documents, U.S. Government Printing Office
Washington, D.C. 20402

Stock Number 052-003-00566-2

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FOREWORD

As our nation enters its third century, public awareness of the needs of the adult learner is growing. Lifelong learning and recurrent education increasingly concern our industrial, educational, and political leaders. This growing concern is fueled by a variety of needs. Foremost among these are: (1) a redress of past inequities for those individuals denied adequate educational opportunity when young because of economic or social status; (2) the changing role of women requiring additional educational opportunity to ease their entry into the work force; (3) the growing number who experienced mid-life career changes; (4) the society becoming progressively older; and (5) the growing amount of leisure time. These conditions lead many to conclude that education must be a recurring experience rather than an activity concentrated in the first two decades of life.

The energies of the National Advisory Council on Adult Education have been harnessed this past year to focus on the growing need of the adult learners in their quest for lifelong learning and development of a rationale for the proper Federal role in this process. Fully recognizing the myriad of other competing demands for public support, the Council presents this report as evidence of a growing need for a national commitment to lifelong learning.

Two hundred years ago our nation established the proposition that a basic education for every person is both a public good and an individual right. As we enter our third century, we propose that this concept be expanded to embrace the adult learner as well as the nation's youth.

Alton C. Crews
Council Chairman

PREFACE

The 1977–1978 Fiscal Year was a turning point for the Federal adult education program, and for the National Advisory Council on Adult Education as well.

Established under the Adult Education Act (P.L. 91-230, as amended), the National Advisory Council is required by law to "review the administration and effectiveness of programs under this title, make recommendations with respect thereto, and make annual reports to the President of its findings and recommendations (including recommendations for changes in this title and other Federal laws relating to adult education activities and services)."

With the expiration date for the Adult Education Act in October, 1978, the Council's primary activities this year have been the culmination of seven years of inquiry, data collection, analysis, and nationwide public hearings on programs funded by the Act. The Council has also reviewed non-Federally sponsored programs impacting on adult basic and secondary adult education.

The result of these activities has been the development of well-documented and thoroughly researched recommendations to the President and Congress for revisions to improve the delivery systems, administrative requirements and funding levels of the Adult Education Act. Two major publications, *An Assessment of Program and Administrative Effectiveness* and *Success Stories of Adult Learners* contain much of the data which contributed to these recommendations together with earlier published documents.

The revised 1978 legislation will provide a better opportunity for millions of Americans to become more functionally competent, more employable and productive, and more able to cope with the intricate complexities of human interaction in today's society. But there is a very long road yet to travel before the knowledge and skills needed to eradicate illiteracy in this nation are available to all. There is a great deal more to discover about adult learning and about the ways in which the services and support systems are provided that in turn provide learning opportunities for adults.

This report presents the highlights of activities and actions taken by the National Advisory Council on Adult Education during the past year which have contributed to improved adult education legislation. These activities have surfaced more issues and concerns for future study and consideration by the Council.

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National Futures and Amendments Hearings
Evaluation/Assessment Project
Relationships—National Adult Basic Education Commission Conference
Regional Program Officer's Report
Adult Education Policies and Issues Workshop
White House Conference on the Handicapped
Organizational Activities—Presidential and Secretarial Chairmen's Meeting
1977 Council Annual Report
U.S. Office of Education, Division of Adult Education Report

Charleston, South Carolina — **June 9–11, 1977**

Program—Adult Education and the Military
Lifelong Learning
Survey of State Support of Adult Education
Analysis of Futures and Amendments Findings
Relationships—Coordination with State Departments of Education
Regional Adult Education Conference
Education Advisory Council Chairmen's Meeting
Organizational Activities—Election of Council Officers
U.S. Office of Education, Division of Adult Education Report

Detroit, Michigan — **October 27–30, 1977**

Program—Education in Business and Industry
Adult Education—Detroit Public Schools
Adult Education Act Amendment Recommendations
Section II State Survey Report
Client Review Report

Relationships—Conference of:
Adult Education Association—U.S.A. and National Association for Public Continuing and Adult Education
Adult Education Clearinghouse Report
Organizational Activities—Council Goals for Year
U.S. Office of Education, Division of Adult Education Report

Huntsville, Texas **February 8–11, 1978**

Program—Overview of Correctional Education in America
Overview of Correctional Education in Texas
Correctional Education—Federal System
Correctional Education—State Systems
Prison Facility Visitations
Legislative Recommendations
Relationships—Report by the Texas Director of Adult Education
Correctional Education Association—President's Report
Organizational Activities—U.S. Office of Education, Division of Adult Education Report

Hollywood, Florida **April 5–8, 1978**

Program—Adult Education for the Elderly
Visitation—Centers for the Elderly
Visitation—Local Adult Education Center
Program Effectiveness and Evaluation
Legislation and Federal Act Reauthorization
Relationships—Adult Basic Education Commission Conference
Organizational Activities—U.S. Office of Education, Division of Adult Education Report

Seattle, Washington **June 15–17, 1978**

Program—The Community/Junior College System for Delivery of Adult Education Services
Overview of Four State Programs

The Delivery of Adult Education Services by Local Personnel
Region X Evaluation Project—Staff Development Consortium

Relationships—Council of Chief State School Officers
Urban Policy Task Force on Adult Education
United Indians of All Tribes Foundation

Organizational Activities—1978 Council Annual Report
Election of Council Officers
U.S. Office of Education, Division of Adult Education Report

Priority Agenda Items

During the past year, the National Advisory Council on Adult Education has met throughout the nation to hear testimony, and view programs established either as a direct result of the Adult Education Act or in conjunction with such programs. The Council has seen firsthand many successful adult learning activities. It has been impressed by the impact which programs initiated under the Adult Education Act have had on the lives of many millions of Americans, including immigrants and Indochinese refugees. At the same time, as program successes have been reviewed, more and more concerns have surfaced. The following synopses of Council meetings highlight the meeting content and the issues and concerns raised.

Agenda Priority: **Indian Adult Education**

Council Meeting: Phoenix, Arizona
April 3–5, 1977

Number of Indians in target population for adult education[1]—338,000[2]

The Council met in Phoenix, Arizona, to review the needs, issues and concerns of Indian Adult Education.

On April 4, representatives of the Arizona State Department of Education presented an overview of adult education in Arizona and discussed with the Council the limited support

[1] Target population for adult education: persons 16 years of age and over with less than a high school diploma not currently required to be in school.

[2] Estimate developed by U.S. Office of Education, Division of Indian Education, July 1978

given by the State Department of Education to Indian Adult Education programs.

On April 5, Dr. Gabe Paxton, Acting Deputy Commissioner for Indian Education, U.S. Office of Education, presented to the Council a brief history of the American Indian since the 1800's culminating in the Indian Education Act of 1972. He highlighted Indian programs in Oklahoma, California, Arizona, and New Mexico, discussed the low educational competency levels of the Indian population, the family structures of the Indian, their employment problems, economics, and the need to strengthen local programs for Indians.

A four-member panel (The Honorable Daniel Peaches, Arizona State Legislature; Mrs. Patricia McGee, President, Yavapai-Prescott Indian Tribe; Mrs. Reva Crawford, Adult Education Director—Phoenix Indian Center; and Mr. Terry Leonard, Director, Division of Indian Education—Arizona Department of Education) discussed with the Council a number of issues relating to Indian adult education including:

—Provisions of state school law which affect Indians
—Mission schools, public schools and the Bureau of Indian Affairs schools
—Tribal history and governance
—Lack of Indian unification
—Various Federal programs
—Need for skills in proposal development
—Continuation of the Adult Education Act, Section 314 (Indian Adult Education)
—Low level of involvement of Indians in State of Arizona funded programs
—Arizona Department of Education, Indian Education Services
—Need for Indian representatives on advisory councils and within organization structures
—Isolation and ensuing frustration of Indian population

As a result of these presentations and discussions, the Council has identified several issues critical to the Adult Education Act:

- A section on Indian Adult Education has been retained in the new Adult Education Act. This legislation has carried a funding authorization of $5 and $8 million. No appropriation has been passed for this authorization, although many programs and special projects for Indians are funded from Adult Education Act state grant funds.
- The needs for adult basic education, bilingual education, and the development of vocational skills for adult Indians have been demonstrated. The question must be raised regarding the appropriateness of the Adult Education Act as the most efficient and effective mechanism for meeting

the basic educational needs of Indian adults.

- Equity of access to programs by Indians may be related to geographical isolation, to isolation from organizational structures and/or to isolation from the decision-making process.
- Equity of access by programs for Indians to existing Federal resources is also a continuing problem area which must be further examined.
- State Education Agency relationships to and with reservation governing bodies and tribal councils should be examined.
- The placement of Indian education authority within the newly proposed Department of Education should be carefully examined.
- The conflicts between the younger Indian's desires for mainstreaming into American society and the older Indian's desires to retain the traditions of Indian culture must be taken into consideration in designing programs for Indian education at every level.

The Council is aware that these issues may not be fairly representative of all of the problems facing Indian Adult Education in America today. Other issues will certainly be addressed as the Council delves further into the complex problems Indian Adult Education presents. They do represent, however, the issues raised in Phoenix, Arizona, in April, 1977.

Agenda Priority: **Adult Education in the Military**

Council Meeting: Charleston, South Carolina
June 9–11, 1977

Number of Military enlisted personnel: 2,058,000[3]

Number of Military enlisted personnel in target population for adult education: 251,076[3]

At a June 10 Council session, a presentation was made by a representative of the U.S. Navy, Human Resources Management Detachment.

This presentation addressed the need for military adult education programs to aid special population groups such as the large number of undereducated enlisted personnel stationed on military installations or assigned to local installations on a temporary basis. Several examples were given of cooperative efforts between military facilities and local Boards of Education.

Since the June, 1977, meeting, the Council has sought additional information which would shed further light on the need for adult education in the

[3] *Education Level of Military Personnel*, U.S. Department of Defense, Washington D.C., December 31, 1977.

military. A February 9, 1978, U.S. Office of Education memorandum on a joint Office of Education/Department of the Navy Literacy Project defined the needs as they relate to Navy personnel as follows:

> There is evidence that the intellectual demands posed by Navy enlisted training and job assignments are growing with each new generation of military technology. Evidence also exists that the mental quality of the personnel which the Navy is able to attract has fallen behind these demands. Technological and population projections strongly suggest that this skill-demand disparity will grow over the next two generations.
>
> Current manpower availability forecasts under the all-volunteer military restrict the Navy's freedom to impose more restrictive screens on entering recruit mental quality. The inherently complex character of modern military systems makes it impractical to significantly lessen the intellectual demands placed on the Navy's personnel by these equipments.
>
> This leaves the Navy Department with only one alternative: to raise, post enlistment, the intellectual skills of the personnel it now accesses.

The Council recognizes the need for significantly more research in this area, yet the information made available to the Council to date indicates several issues which should be addressed:

- Do the lowered education competency levels for the all-volunteer military pose a significant threat to the nation's security? Can illiterate or semi-illiterate military personnel operate the sophisticated weapons systems which are now a part of our national defense plan?
- With the lowering of educational standards for the all-volunteer military, what types of additional support for adult education should be provided by the Federal government to upgrade the functional competency level of those entering the military?
- How can local program plans better address the educational needs of military personnel in localities where significant numbers reside on base or adjacent communities?
- How can the educational records of military personnel—particularly those in adult basic education programs—be easily maintained and transferred to appropriate basic education delivery systems as personnel are themselves transferred?

The Council is fully aware that it

has reviewed only one segment of one military population: the U.S. Navy. Obviously each branch of the armed forces has its own style and method of educating its illiterate and semi-illiterate personnel with other problems relating to this population which may possibly be unique. Further review of adult education in the military is indicated.

Agenda Priority: **Adult Education in Business and Industry**

Council Meeting: Detroit, Michigan
October 27–30, 1977

Because of a concern about the relationship between public education and industry, the Council held hearings in Detroit, Michigan, on October 28, 1977, with various representatives from labor and management.

Seymour Lusterman, Senior Research Associate for The Conference Board of New York, summarized a Board study on education in industry. He pointed out that during the single recession year of 1975 the nation's 7,500 or so largest private employers spent over 2 billion dollars on employee education, as much as the annual total in recent years of all contributions and grants to all U.S. colleges and universities from all sources.

Most employer-sponsored education stems from business needs such as qualifying new employees and preparing present employees to assume new responsibilities. The motivation of participants is unusually high and the workplace is the setting for both learning and doing. This type of education is generally an instrument for achieving other goals—business profit, growth and vitality.

Corporate education is concerned with achieving limited and specific ends in the most economic and efficient way. Course content deals with the utilitarian, rather than the theoretical, and is usually taught by operating specialists and managers rather than by professional educators.

Because of highly specialized curriculum content, few corporate executives believe that any appreciable portion of their company's programs include subjects or skills that, in the language of The Conference Board's questionnaire, are "really the responsibility of the schools to provide." These corporate executives are critical of the public schools, particularly in the basic skills preparation areas.

Industry, according to this study, has become a significant subsystem of the nation's educational system.

Representatives of the Ford Motor Company, the United Auto Workers, General Motors Corporation, the

Chrysler Corporation, and the Detroit public schools presented overviews of their employee and occupational training programs.

The Conference Board report raised a series of questions which the Council recognizes must be studied in greater depth in the next few years:

- What is the best and proper division of responsibility between industry and other educational institutions? How much of what each is doing could be accomplished better by the other—or by new or expanded kinds of cooperation?
- What improvements in the motivation or the uses of new technologies might be achieved by closer liaison between corporate and other educators?
- How, and to what extent—if at all—can industry's education and training establishment be put to new uses in the preparation for work of such nonemployee groups as young people making the transition from school, women reentering the labor market, adults cast adrift by technological change, or the so-called "hard-core unemployed"?
- What should the Federal role be with regard to private industry–public education linkages and relationships?
- Is there an actual lack of confidence in education on the part of business and industry?

Because the Council has only looked this year at one segment of American industry—the automotive industry—one priority which will be considered for further Council research will be the answers to these and other industry–public education related questions. The proposed new adult education legislation does, however, contain planning requirements which can expand the adult education delivery system over the next five years through business, industry, labor unions, and other such institutions.

Agenda Priority: **Correctional Education**

Council Meeting: Huntsville, Texas
February 8–11, 1978

Number of sentenced adult inmates in state and Federal prisons—December 31, 1977: 278,593[4]

[4] Data reported on highest grade level at time of admission. Estimate based on *Advanced Report for Prisoners in State and Federal Institutions*, December 31, 1977, National Criminal Justice Information and Statistics Service, Law Enforcement Assistance Administration, U.S. Department of Justice.

Number of sentenced adult inmates in state and Federal prisons—December 31, 1977, in target population for adult education: 203,000[4]

The Council met in Huntsville, Texas, on February 8–11, 1978, to receive reports on the State-of-the-Art of Correctional Education, and to view educational programs within the Texas Department of Corrections (TDC).

Dr. George Beto, former Director of the TDC from 1962 to 1972, defined the three main characteristics which should exist in prisons: discipline, constructive work and education. He stressed the need for education in the humanities and emphasized the importance of educational programs which will assist the individual to face the realities of free world living.

Mrs. Sylvia McCollum, Education Administrator, United States Bureau of Prisons, Washington D.C., outlined the education programs in the Federal prison system. Mr. Hartzel Black, President of the Correctional Education Association, and Mr. J. Clark Esarey, Superintendent of the Illinois Department of Corrections School District, discussed with the Council the education program in the State of Illinois. Mr. Bob Allen, Director of the Division of Adult and Continuing Education of the Texas Education Agency, outlined the agency's funding of several TDC educational programs.

Mr. W.J. Estelle, Jr., Director of the Texas Department of Corrections, explained to the Council state legislation affecting the TDC's prison population and emphasized that the Adult Education Act should not address special populations including the institutionalized because of the significant differences between states in their funding of correctional agencies and establishment of educational programs.

The Council spent considerable time within three TDC prison units viewing educational programs, visiting with teachers, administrators and inmates. The following concerns and questions stem from Council observations and input of information.

- If the profile of TDC inmates (96% school dropouts, 18% illiterate, 50% under 25 years of age, 20% mentally retarded, 50%—no record of any sustained working experience, 98% destined to walk the streets again as free men and women) is typical of state correctional systems in general, and if recidivism rates do drop as levels of education increase, then should the Federal government increase support to state agencies for correctional education?
- Should increased financial support be implemented through separate enabling and authorizing legislation?
- Is there a need for the 20% earmarked funds for institutionalized persons now in the Adult Education Act?

- Should school district programs be encouraged and expanded?
- Should specific discretionary funds be appropriated for basic research in correctional education?

The Council is aware of the uniqueness of the TDC's Windham School District. This educational system in the Texas Department of Corrections is unquestionably different from the school systems in which 96% of the TDC inmates failed. Eight other states also have implemented the school district concept within their prison systems, and the Council continues to be interested in how these models maximize inmates' learning opportunities and eventual success or failure in the free world.

The proposed new adult education legislation does retain the 20% earmarked funds for institutionalized persons; the Senate bill (S.1753) also contains a new section authorizing $5 million for developing and implementing demonstration projects involving new and innovative techniques and methods in correctional education.

Agenda Priority: **Adult Education Programs for the Elderly**

Council Meeting: Hollywood, Florida
April 5–8, 1978

Number of persons aged 65 and above in target population for adult education: 13,818,000[5]

Hollywood, Florida, was the site of the Council's April, 1978, meeting which addressed the education needs of the elderly.

On April 6, the Council visited the Hepburn Multi-Purpose Adult Center and the B.F. James Adult Center. At the Hepburn Center, Council members were briefed by the Center Director and several members of the Center's Board of Directors. Members and staff then visited with many of the senior citizens who use the Center daily. At the B.F. James Adult Center, Council members were briefed by the Center's staff and given a tour of the extensive education and vocational facilities.

On April 7, the Center Directors, members of their Boards, and representatives of the local school system met with the Council to discuss and clarify the programs which the Council had viewed the previous day.

A number of issues and questions were raised which require further consideration:

- Do senior citizens on limited incomes without transportation have equitable access to adult and community

[5] *Current Population Survey*, U.S. Bureau of the Census, U.S. Department of Commerce, Washington D.C. March, 1977.

centers? Are they discriminated against in this respect?

- Should that section of the Adult Education Act which authorizes Special Projects for the Elderly be funded? This section authorizes the Commissioner of Education to make grants to state and local education agencies or other private or non-profit agencies for "programs for elderly persons whose ability to speak and read the English language is limited and who live in an area with a culture different than their own . . . to equip such elderly persons to deal successfully with the practical problems in their everyday life . . ." This section of the Adult Education Act has never received an actual authorization.
- How can public schools and community agencies as well as business and industry contribute more effectively to adult education programs for the elderly?
- Are any other programs for the elderly addressing such diverse needs as functional literacy, consumer education, socialization, survival skills or dealing with the problems of boredom?
- What is the relationship of adult education programs for the elderly with other agencies providing funds or services for this population (such as area agencies on aging)?

Although the Council has only viewed a narrow segment of educational programs for the elderly, it is apparent that the "bottom line" of any system delivering services to the economically deprived elderly must deal with societal issues and problems before specific educational problems can be dealt with. Boredom, loneliness, lack of transportation (access), and nutrition problems have priority over educational issues.

The new Adult Education Act has been expanded to include language which will allow for the provision of transportation. States must "describe the efforts to be undertaken by the state to assist adult participation in adult education programs through flexible course schedules, convenient locations, adequate transportation, and meeting child care needs."

Agenda Priority: **Community and Junior Colleges as a Delivery System for Adult Education**

Council Meeting: Seattle, Washington
June 15–17, 1978

The Council chose the far northwestern states of Washington, Oregon, Idaho, and Alaska to view the issues surrounding the community and junior

college system as a delivery mechanism for adult education services.

The state director of adult education in each of these states presented an overview of each state's delivery system for adult education. Local program personnel from each state then described specific programs and interacted with the Council. The Region X staff development activities of the Northwest Regional Laboratory were presented to the Council and relationships to the states' delivery systems outlined.

In addition to the daylong discussion of the community-junior college delivery system, three other agenda items contributed to this meeting:

- The Council took a first step toward addressing President Carter's concerns regarding inner city decay by establishing an Urban Task Force. This task force met prior to the Council meeting to draft recommendations for the expansion of adult learning systems in the inner city.
- Council members visited the United Indians of All Tribes Foundation. Persons interviewed at the Foundation expressed a need for the continuation of categorical aid to adult education to guarantee the continuation of the support they receive.
- The Council was addressed by Dr. Byron Hansford, Executive Secretary, Council of Chief State School Officers. Dr. Hansford discussed education and the future, noting a number of conflicting social forces chiefly beyond our control such as the taxpayers' revolt, declining parental influence over children, and a shift in the priorities of society away from concerns for others to primary concern for self.

He then reported on recent successes in education such as making a largely illiterate nation basically literate, educating millions of emigrants to become competent citizens, expanding the scope of education for most citizens from 3–4 years of grammar school to include secondary school, meeting the needs of additional millions following the postwar baby boom, and solving the dropout problem so that in a period of fifty years the percent of America's teenagers in high school increased from 20 percent to over 90 percent.

As a result of this meeting, Council understanding of the impact of differences in financing and organizational structures at the state level regarding the delivery of adult learning services was heightened. Two states in this region utilize the Adult Performance Level test as well as the General Education Development examination. In one state, the adult education program is delivered by one agency while an entirely separate agency receives the funds. One state in the region, Alaska, has taken innovative

steps to solve the problems of a rural population sparsely settled over an immense geographical area. Reciprocal agreements between two states allow for participants to cross state lines to attend adult learning activities most convenient for the participant. In Region X, the Council saw evidence of the successful use of the Community and Junior College system to deliver adult learning activities. With proper administrative agreements in place, such a system is viable. At the same time, several questions must be raised:

- Should more effort be made by the Federal government to encourage the use of this type of delivery system?
- Alaska's success in reaching the target population in sparsely settled rural areas using satellite centers, special transportation (to get teachers to clients or clients to programs), media technology and correspondence education is costly. Should special consideration be given to states whose only choice in meeting the needs of their target populations is the use of such expensive delivery systems?
- The Council saw evidence of the successful use of state 309 funds in the work of the Region X staff development consortium. Little information of consortium activities is disseminated to other states. How can diffusion and dissemination activity be improved?
- The Council saw evidence in Region X that the nonprescriptive nature of the Adult Education Act which lends itself to flexibility and state innovation is viable. The extreme differences in client populations, in client needs, and in the geographic and demographic variables of this region might preclude program success, however, this is not the case. The Federal Adult Education Act must remain nonspecific to allow each state to assess its own needs and meet them with its own available resources.

PRESIDENTIAL APPOINTEES

to the National Advisory Council on Adult Education

Dr. Alton C. Crews
Chairman
Superintendent of Gwinnett County Schools
Lawrenceville, Georgia
Appointed 1975

Dr. Kyo R. Jhin
Vice Chairman
Executive Director
Top of Alabama Regional Educational Education Service Agency
Huntsville, Alabama
Appointed 1975

Dr. Archie L. Buffkins
Assistant Dean for Graduate Studies
University of Maryland
College Park, Maryland
Appointed 1974

Dr. Donald G. Butcher
Vice President for Academic Affairs
Lake Superior State College
Sault Ste. Marie, Michigan
Appointed 1975

Mrs. Gertrude B. Calden
Vice President, Fund for Santa Barbara City College
Santa Barbara, California
Appointed 1976

Dr. Mary A. Grefe
Education Consultant
Des Moines, Iowa
Appointed 1974

Mr. Reuben T. Guenthner
Assistant State Director for Vocational Education
Bismarck, North Dakota
Appointed 1974

Mrs. Joan E. Kenney
Member, Nevada State Board of Education
Las Vegas, Nevada
Appointed 1976

Dr. Marshall L. Lind
Commissioner of Education, State of Alaska
Juneau, Alaska
Appointed 1975

Mr. Eugene L. Madeira
Program Specialist, Continuing Education
Lancaster School District
Lancaster, Pennsylvania
Appointed 1975

Mrs. Betty J. Mage
Chairman, Clark Community College Board of Trustees
Vancouver, Washington
Appointed 1976

Dr. Lane Murray
Superintendent, Windham School District, Texas Department of Corrections
Huntsville, Texas
Appointed 1976

Mr. Arthur L. Terrazas, Jr.
Assistant Chairman of Developmental Studies Division
Aims Community College
Greeley, Colorado
Appointed 1974

Mrs. Judith N. Turnbull
Executive Vice President/Publisher, Tuesday Publications, Inc.
San Francisco, California
Appointed 1974

Mr. John K. Wu
Principal, Weathersfield Middle School
Ascutney, Vermont
Appointed 1976

Presidential appointments are made for a three-year term.

ACTIVITIES

On-Site Visitations

In order to provide coverage of state and local adult education programs nationally, to provide adult educators with an increased awareness of the Council and its activities, and to provide the Council members and staff with opportunities for communication with a variety of regional, state, and local adult education programs, the Council provides on-site visitations for its members and staff. Visitations for the first time have this year been primarily related to committee activities and financed through the committee budgeting process. Visitation sites since April, 1977, are listed:

Kansas City, Missouri
Joint Conference—Kansas Adult Education Association & Missouri Association for Adult Continuing Education

Kansas City, Kansas
Missouri Valley Adult Education Association

Pittsburgh, Pennsylvania
Connelley Skill-Learning Center

Southfield, Michigan
Michigan Conference of the Coalition of Adult, Continuing and Community Education Organizations

Birmingham, Alabama
National Association for Public Continuing and Adult Education—Southern Regional Conference

Hartford, Connecticut
New England Regional Adult Education Conference

Chicago, Illinois
National Conference on Social Welfare

Los Angeles, California
UNESCO International Symposium on Ways and Means of Strengthening Information and Counselling Services for Adult Learners
University of Southern California

Lancaster, Pennsylvania
The Adult Enrichment Center

San Francisco, California
National Conference — "New Directions in Adult Competency Education"

Scottsdale, Arizona
Mountain Plains Adult Education Association

Savannah, Georgia
Region IV Ad Hoc Committee on Adult Education

Harrisburg, Pennsylvania
HEW Region III—U.S. Office of Education Hearings

Keystone, Colorado
Staff Development Workshop

New Orleans, Louisiana
U.S. Office of Education Planning Meeting

Dover, Delaware
State Department of Public Instruction

Richmond, Virginia
State Department of Education

Barre, Vermont
Barre Learning Center

Winthrop, Maine
Management Coordination Seminar for Adult Education

Mobile, Alabama
National Council of Teachers of Mathematics

Raleigh, North Carolina
HEW Region IV State Directors' Meeting

Las Vegas, Nevada
National Community Education Conference

Albany, New York
State Department of Education

Hershey, Pennsylvania
Mid-Winter Adult Education Conference

Metairie, Louisiana
Competency-Based Adult Education Conference/Council of State Directors of Adult Education

Ft. Duchesne, Utah
Indian Adult and Postsecondary Education Conference

Sioux Falls, South Dakota
Missouri Valley Adult Education Association

Flint, Michigan
20th Annual Community Education Workshop

San Juan, Puerto Rico
National Association for Bilingual Education

Atlanta, Georgia
American Association of Community and Junior Colleges

Snowbird, Utah
Mountain Plains Adult Education Association

Portsmouth, New Hampshire
New England Regional Adult Education Conference

Washington, D.C.
Region III Adult Education Conference

Nashville, Tennessee
Region IV Adult Education Conference

Chicago, Illinois
American Society for Training and Development

Cherry Hill, New Jersey
Correctional Education Association

Atlanta, Georgia
American Association of School Administrators

Washington, D.C.
American Personnel and Guidance Association

Atlantic City, New Jersey
New Jersey Adult Education Association

Shreveport, Louisiana
Louisiana Adult Education—State Supervisor's Conference

Los Angeles, California
Adult Education Association—U.S.A. & Sears Foundation—Emerging Issues Project

Provo, Utah
Utah Adult, Community and Continuing Education Annual Conference

Little Rock, Arkansas
Arkansas Adult Education Association Annual Conference

Chicago, Illinois
Council of Chief State School Officers Annual Meeting

Denver, Colorado
Education Commission of the States

Chicago, Illinois
U.S. Office of Education Region V Federal Legislative Workshop

Dickinson, North Dakota
North Dakota Adult Education Association Annual Conference

Norfolk, Virginia
Virginia Adult Education Association Annual Conference

Myrtle Beach, South Carolina
South Carolina Adult Education Association Annual Conference

Austin, Texas
National Competency-Based Adult Education Conference

New York, New York
Future Directions for a Learning Society Project The College Board—Exxon

Cheyenne, Wyoming
Regional Staff Development Workshop Laramie County Community College

Washington, D.C.
Coalition of Adult Education Organizations

Washington, D.C.
Institute for Educational Leadership Lifelong Learning Dialogue

Congressional Testimony

Because the Council's legislative mandate includes making recommendations for changes in the Adult Education Act and other Federal laws relating to adult education activities and services, the Council Chairman or his designated representative present testimony when appropriate before the United States Congress:

Testimony presented to:	Subject of Testimony	Date Presented
United States Senate Committee on Appropriations Subcommittee on Appropriations Honorable Warren G. Magnuson, Chairman	Fiscal Year 1978 Adult Education Appropriations	April 6, 1977
House of Representatives House Appropriations Committee Labor-HEW Appropriations Subcommittee Honorable Daniel J. Flood, Chairman	Fiscal Year 1978 Adult Education Appropriations	April 21, 1977

Testimony presented to:	Subject of Testimony	Date Presented
House of Representatives Committee on Education and Labor House Subcommittee on Elementary, Secondary, and Vocational Education Honorable Carl D. Perkins, Chairman	H.R. 15 Adult Education Act Reauthorization	July 12, 1977
House of Representatives Committee on Education and Labor House Subcommittee on Elementary, Secondary, and Vocational Education Honorable Carl D. Perkins, Chairman	National Advisory Council on Adult Education	August 4, 1977
United States Senate Committee on Human Resources Senate Subcommittee on Education, Arts and Humanities Honorable Claiborne Pell, Chairman	S. 1753 Adult Education Act Reauthorization	October 13, 1977
United States Senate Committee on Appropriations Subcommittee on Appropriations Honorable Warren G. Magnuson, Chairman	Fiscal Year 1979 Adult Education Appropriations	March 15, 1978
House of Representatives House Appropriations Committee Labor-HEW Appropriations Subcommittee Honorable Daniel J. Flood, Chairman	Fiscal Year 1979 Adult Education Appropriations	April 12, 1978

In addition to the development and presentation of specific written and verbal testimony, Council members and staff have been called upon by Administration and Congressional personnel to review rules, regulations and guidelines, react to preliminary drafts of proposed legislation, and provide background information on specific issues relating to possible changes in the Adult Education Act and other Federal legislation concerned with adult learning.

COMMITTEES

Goals

Four major goals were established by the Council for 1977–1978 which directed the activities of each of the three standing committees. These goals were:

- Finalize and formally adopt as a result of the Futures and Amendments hearings, specific amendments and legislative specifications for the reauthorization of the Adult Education Act (P.L. 91-230, as amended).
- Implement a Program and Administrative Effectiveness Study of the Adult Education Act.
- Explore policy development for adult education as it relates to other Federal programs dealing with the same target population as the Adult Education Act, and as part of this exploration, disseminate information concerning successful adult education programs to these other Federal programs.
- Develop a goal-oriented program budgeting procedure involving a budgeting process for each Council committee; develop a staff evaluation process.

Standing Committees

To achieve these goals, the Council is organized into four standing committees. The Committees act at appropriate times in accordance with their directives and under the policies established by the Advisory Council as a whole. In addition, Ad Hoc Committees are named by the Chairman as needed to fulfill specific short-range tasks.

The composition of each of the Council's standing committees and Ad Hoc committees follows. An outline of the primary functions and responsibilities with which the standing committees are charged also follows:

Executive Committee

Chairman: Kyo R. Jhin
Members: Donald G. Butcher
Betty J. Mage
Lane Murray
Alton C. Crews (ex officio)

Functions and Responsibilities

- Assure fiscal oversight of the Council, its committees and its administrative structure.
- Develop, in accordance with U.S. Office of Education fiscal policy, an itemized budget for the support of Council needs and activities.
- Prepare current financial statements, including budget expenditures and item balances, for presentation at Council meetings for Council action.
- Review expenditures and transfers of funds to ensure conformity with Council-approved budgetary items.
- Make recommendations for con-

tracts and services for Council approval.

- In exceptional circumstances between meetings of the full Council, the Executive Comittee may act on behalf of the Council in matters relating to policy and expenditures. These emergency actions are subject to ratification by the Council as a whole.

Governmental Relations and Legislation Committee

Chairman: Donald G. Butcher
Members: Gertrude B. Calden
Mary A. Grefe
Marshall L. Lind
John K. Wu

Functions and Responsibilities

- Establish and maintain dialogue with Executive and Legislative branches of Federal and state government.
- Develop recommendations on Federal legislation.
- Develop recommendations on rules, regulations, and guidelines relating to the implementation of proposed legislation.
- Develop testimony for use before Congressional committees and the U.S. Office of Education at hearings on pertinent legislation and appropriations.
- Review proposed and/or new education legislation for its probable implications and impact on adult education.

Program Effectiveness and Evaluation Committee

Chairman: Betty J. Mage
Members: Reuben T. Guenthner
Joan E. Kenney
Arthur L. Terrazas, Jr.

Functions and Responsibilities

- Provide recommendations on ways to finance and complete evaluations of the impact and effectiveness of existing programs under the Adult Education Act.
- Provide alternative strategies for developing and maintaining an evaluation system for assessing program and administrative effectiveness of the Adult Education Act.
- Monitor any work related to the design and implementation of an evaluation study.
- Compile current information on the status of minorities, women and handicapped persons in adult education.
- Make recommendations for assessing adult education delivery systems not operated under the Adult Education Act.

Program Planning and Development Committee

Chairman: Lane Murray
Members: Archie L. Buffkins
Eugene L. Madeira
Judith N. Turnbull

Functions and Responsibilities

- Recommend to the Council ways of developing an enhanced national policy for adult education that broadens the scope of Federal adult education beyond adult basic education.
- Monitor the compilation and publication of a collection of reports documenting participant successes as a result of the Federal adult education program.
- Explore new thrusts in adult education for Council consideration and, where indicated, recommend revision of priorities and areas of concentration.
- Maintain contact with the National Institute of Education for the purpose of ensuring that reasonable amounts of allocated funds are expended for research related to adult education.
- Continue liaison with the Deputy Commissioner for Occupational and Adult Education and the Director of the Division of Adult Education, U.S. Office of Education.

1977-1978 Ad Hoc Committees

1978 Annual Report Committee *
Members: Kyo R. Jhin
Eugene L. Madeira
Betty J. Mage
Lane Murray

Personnel Committee
Chairman: Reuben T. Guenthner
Members: Joan E. Kenney
John K. Wu

Compensation, Program Visitation, and Policy Review Committee
Chairman: Betty J. Mage
Members: Gertrude B. Calden
Marshall L. Lind

National Task Force on Adult Education and Urban Policy
Chairman: Archie L. Buffkins
Members: Donald G. Butcher
Gertrude B. Calden
Mary A. Grefe

* The Council Chairman serves on all committees as ex officio.

Activities

Operating within the scope of established functions and responsibilities and under the direction of the Council goals established for 1977–1978, the four standing Council committees have carried out various tasks throughout the year, bringing the results of their work to the full Council membership for deliberation, recommendation, and action.

Executive Committee

The Executive Committee has met prior to each Council meeting and in a separate meeting in August, 1977, to oversee all Council financial matters. A budgeting process was established to allow the other three Council committees to develop individual committee budgets based on prioritized committee activities. This process was initiated at the October 27–30, 1977, full Council meeting in Detroit, Michigan, and was monitored by the Executive Committee at all subsequent meetings.

Governmental Relations and Legislation Committee

The primary target of this committee's activities for the year was the final development of specific legislative recommendations for revision of the Adult Education Act. Committee members met with state and national adult education organizations across the country from which the Council's recommendations were developed. At the full Council meeting in Huntsville, Texas, in February, 1978, the Governmental Relations and Legislation Committee presented the finalized legislative package to the Council. After review and modification, the Council approved a specific set of recommendations.

In October, 1977, the committee chairman, Dr. Donald Butcher, presented testimony on enabling legislation before the Senate Subcommittee on Education, Arts and Humanities. In April,1978, Dr. Butcher testified on the Adult Education Appropriations for Fiscal Year 1979 before the House Labor-HEW Appropriations Committee.

Council recommendations have been incorporated into the Adult Education Act of 1978 which now extends the Federal program until 1983. Current and proposed legislation is contained in the appendix to this report.

Program Effectiveness and Evaluation Committee

The primary activity of this committee has been the implementation of a study on program and administration effectiveness of the Adult Education Act as required by the Council's legislative mandate:

> The Council shall review the administration and effectiveness of programs under this

title, make recommendations with respect thereto, and make annual reports to the President of its findings and recommendations (including recommendations for changes in this title and other Federal laws relating to adult education activities and services). P.L. 91-230, as amended, Section 311 (d).

The study, published in August, 1978, vividly highlights the impact of the Federal Adult Education program on both the economy of the country and the lives of the people involved:

- In 1976, 18,983 participants removed from welfare roles. Savings to the nation—$35,-156,516; $1,852 per individual.
- Cost of 100 hours of instruction for 18,983 participants in 1976 was $2,372,875; $125 per individual.
- In 1976, 61,621 participants obtained jobs adding approximately $320,429,200 to the national economy; $5,200 per individual.
- Cost of 100 hours of instruction for 61,621 participants in 1976 was $7,702,625; $125 per individual.
- In 1967, 388,000 persons took part in the Federal adult education program; in 1976 the number of program participants had grown to 3,371,265—an 869% increase.
- In 1967, state and local contributions to adult basic and secondary adult education totaled $52 million; in 1976, state and local resources amounted to $189 million—a 364% increase.

The Program Effectiveness and Evaluation Committee completed its work for the year with the publication of the program and administrative effectiveness assessment. The committee recognizes that this is only the first step in what must be an ongoing evaluation process. Future Council activities must address the establishment and maintenance of a continuing system for measuring the return to both individuals and the nation on the investment of Federal resources in adult basic and secondary adult education.

Program Planning and Development Committee

The focus of committee activities this year has been in three areas:

- As part of the committee's effort to develop an enhanced national policy for adult education, a collection of human interest stories dealing with adult basic and secondary adult education participants

was compiled and will be published in September, 1978. These "success stories" provide a powerful picture of the impact of the Federal adult education program on the lives of program participants, their families, friends and co-workers.

- Continuing to explore new thrusts in adult education for Council consideration, the committee summarized the results of the futures meetings held across the country in 1976 and 1977. Using a modified Delphi technique, the committee returned these futures recommendations to the futures sessions participants for updating and comment in light of 1978 adult education needs and concerns across the country. These results will be presented to the Council with the committee's recommendations for priorities and areas of concentration in the fall of 1978.
- The committee has continued to review activities in the field in the area of competency-based adult education. Committee members attended conferences on competency-based adult education in New Orleans, Louisiana, in February, 1978, and Austin, Texas, in June of 1978. It is the consensus of the committee that further attention must be given by the Council to competency-based adult education before legislative recommendations can be made.

SUMMARY... and the FUTURE?

The National Advisory Council on Adult Education has this year viewed examples of learning in various geographical settings with a variety of demographic and ethnic characteristics. The Council has seen learning and earning linked and has been made aware of some of the adult education problems which are now impacting on the national defense.

The Past is Prologue

The Council has looked at a wide variety of adult education programs, and has established some significant long-range goals. One of these goals is the support of the concept of lifelong learning, that is, the right of each American to have access to learning opportunities throughout life which will enable the individual to become all that he or she may wish to be.

Now the Council must take the next step and review the existing and potential systems available to deliver learning opportunities to adults throughout their lifetimes. The reauthorized Adult Education Act calls for expanding delivery systems to include a variety of public and private mechanisms. The Council must analyze these mechanisms and systems in terms of efficiency, cost effectiveness, and long-range impact before making recommendations for further legislative revisions.

During the past year, as final recommendations have been formulated by the Council for revision of the Adult Education Act, many more questions have been raised than answered:

- How should the Federal role in support of adult basic and secondary adult education, the cornerstone of lifelong learning, be strengthened and expanded to more strongly motivate states to contribute increased resources for more equitable access to education for all citizens throughout their lifetimes?
- What linkages can be initiated by Federal intervention to build the increasing involvement of all available resources, public and private, in the development of more efficient and effective delivery systems for adult learning?
- What is the most equitable mechanism for distribution of Federal resources; how can the "demand population" for adult basic and secondary adult education be determined with speed and efficiency? ("Demand Population:" those adults 16 years of age and over who are experiencing personal and social disadvantage because of inadequate basic education and actually want, demand, and/or are capable of utilizing adult

basic or secondary adult education.)

The Council has found in its program and administrative effectiveness study that the Federal adult basic and secondary adult education program *does* impact significantly on human lives. This study has shown that the program impacts also on the basic economy of the nation, removing people from welfare and reducing unemployment. Council meetings, hearings, and on-site visitations have supported these findings.

The Council now knows the Federal adult education program *works*. It is making its participants more employable, productive and responsible citizens. What must be determined now is a more effective and efficient Federal role. The Council is committed to seeking the parameters of this role. The Council is committed to lifelong learning for every American who wishes to take part in any type of educational program at any point in their lifetime.

APPENDIXES

Appendix A. The Adult Education Act
(P.L. 91-230, as amended)

Appendix B. H.R. 15

Appendix C. S. 1753

Appendix D. State Allotment of Federal Funds, 1976-1979

Appendix E. Council Publications

Appendix A

An Act

THE ADULT EDUCATION ACT

Short Title

SEC. 301. This title may be cited as the "Adult Education Act".[1]

Statement of Purpose

SEC. 302. It is the purpose of this title to expand educational opportunity and encourage the establishment of programs of adult public education that will enable all adults to continue their education to at least the level of completion of secondary school and make available the means to secure training that will enable them to become more employable, productive, and responsible citizens.

Definitions

SEC. 303. As used in this title—

(a) The term "adult" means any individual who has attained the age of sixteen.

(b) The term "adult education" means services or instruction below the college level (as determined by the Commissioner), for adults who—

(1) do not have a certificate of graduation from a school providing secondary education and who have not achieved an equivalent level of education, and

(2) are not currently required to be enrolled in schools.

(c) The term "adult basic education" means adult education for adults whose inability to speak, read, or write the English language constitutes a substantial impairment of their ability to get or retain employment commensurate with their real ability, which is designed to help eliminate such inability and raise the level of education of such individuals with a view to making them less likely to become dependent on others, to improving their ability to benefit from occupational training and otherwise increasing their opportunities for more productive and profitable employment, and to making them better able to meet their adult responsibilities.

(d) The term "Commissioner" means the Commissioner of Education.

[1] This is a compilation of the Adult Education Act, Public Law 91-230, as amended through October 12, 1976. (20 U.S.C. 1201-1211b).

(e) The term "Community school program" is a program in which a public building, including but not limited to a public elementary or secondary school or a community or junior college, is used as a community center operated in conjunction with other groups in the community, community organizations, and local governmental agencies, to provide educational, recreational, cultural, and other related community services for the community that center serves in accordance with the needs, interests, and concerns of that community.

(f) The term "local educational agency" means a public board of education or other public authority legally constituted within a State for either administrative control or direction of public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a State, or such combination of school districts or counties as are recognized in a State as an administrative agency for its public elementary or secondary schools, except that, if there is a separate board or other legally constituted local authority having administrative control and direction of adult education in public schools therein, such term means such other board or authority.

(g) The term "State" includes the District of Columbia, the Commonwealth of Puerto Rico and (except for the purposes of section 305(a)) Guam, American Samoa, the Trust Territory of the Pacific Islands, and the Virgin Islands.

(h) The term "State educational agency" means the State board of education or other agency or officer primarily responsible for the State supervision of public elementary and secondary schools, or if there is a separate State agency or officer primarily responsible for supervision of adult education in public schools then such agency or officer may be designated for the purpose of this title by the Governor or by State law. If no agency or officer qualifies under the preceding sentence, such term shall mean an appropriate agency or officer designated for the purposes of this title by the Governor.

(i) The term "academic education" means the theoretical, the liberal, the speculative, and classical subject matter found to compose the curriculum of the public secondary school.

(j) The term "institution of higher education" means any such institution as defined by section 801(e) of the Elementary and Secondary Education Act of 1965.

Grants to States for Adult Education

SEC. 304. The Commissioner is authorized to make grants to States, which have State plans approved by him under section 306 for the purposes of this section, to pay the Federal share of the cost of (1) the establishment or expansion of adult basic education programs to be carried out by local educational agencies and private nonprofit agencies, and (2) the establishment or expansion

of adult education programs to be carried out by local educational agencies and private nonprofit agencies.

Allotment for Adult Education

SEC. 305. (a) From the sums available for purposes of section 304(b)[2] for the fiscal year ending June 30, 1972, and for any succeeding fiscal year, the Commissioner shall allot (1) not more than 1 per centum thereof among Guam, American Samoa, the Trust Territory of the Pacific Islands, and the Virgin Islands according to their respective needs for assistance under such section, and (2) $150,000 to each State. From the remainder of such sums he shall allot to each State an amount which bears the same ratio to such remainder as the number of adults who do not have a certificate of graduation from a school providing secondary education (or its equivalent) and who are not currently required to be enrolled in schools in such State bears to the number of such adults in all States. From the sums available for purposes of section 304(b)[3] for the fiscal year ending June 30, 1970, and the succeeding fiscal year, the Commissioner shall make allotments in accordance with section 305(a) of the Adult Education Act of 1966 as in effect on June 30, 1969.

(b) The portion of any State's allotment under subsection (a) for a fiscal year which the Commissioner determines will not be required, for the period such allotment is available, for carrying out the State plan approved under this title shall be available for reallotment from time to time, on such dates during such period as the Commissioner shall fix, to other States in proportion to the original allotments to such States under subsection (a) for such year, but with such proportionate amount for any of such other States being reduced to the extent it exceeds the sum which the Commissioner estimates such State needs and will be able to use for such period for carrying out its State plan approved under this title, and the total of such reductions shall be similarly reallotted among the States whose proportionate amounts are not so reduced. Any amount reallotted to a State under this subsection during a year shall be deemed part of its allotment under subsection (a) for such year.

State Plans

SEC. 306. (a) Any State desiring to receive its allotment of Federal funds for any grant under this title shall submit through its State educational agency a State plan. Such State plan shall be in such detail as the Commissioner deems necessary, and shall—

(1) set forth a program for the use of grants, in accordance with section 304(b)[4], which affords assurance of sub-

[2] P.L. 93-380 repealed subsection 304(a) and redesignated subsection 304(b) as section 304.

[3] Ibid.

[4] Ibid., p. 3.

stantial progress with respect to all segments of the adult population, including institutionalized persons, and all areas of the State, toward carrying out the purposes of such section, That not to exceed 20 per centum of the funds used to carry out this Act for any fiscal year may be used for the education of institutionalized persons;

(2) provide for the administration of such plan by the State educational agency;

(3) provide for cooperative arrangements between the State educational agency and the State health authority authorizing the use of such health information and services for adults as may be available from such agencies and as may reasonably be necessary to enable them to benefit from the instruction provided pursuant to this title;

(4) provide for grants to public and private non-profit agencies for special projects, teacher-training, and research;

(5) provide for cooperation with Community Action programs, Work Experience programs, VISTA, Work Study, and other programs relating to the antipoverty effort;

(6) provide for cooperation with manpower development and training programs and occupational education programs, and for coordination of programs carried on under this title with other programs, including reading improvement programs, designed to provide reading instruction for adults carried on by State and local agencies;

(7) provide that such agency will make available not to exceed 20 per centum of the State's allotment for programs of equivalency for a certificate of graduation from a secondary school;

(8) provide that such agency will make such reports to the Commissioner, in such form and containing such information as may reasonably be necessary to enable the Commissioner to perform his duties under this title and will keep such records and afford such access thereto as the Commissioner finds necessary to assure the correctness and verification of such reports;

(9) provide such fiscal control and fund accounting procedures as may be necessary to assure proper disbursement of and accounting for Federal funds paid the State under this title (including such funds paid by the State to local educational agencies and private nonprofit agencies);

(10) provide that special emphasis be given to adult basic education programs except where such needs can be shown to have been met in the State;

(11) provide that special assistance be given to the needs of persons of limited English-speaking ability (as defined in section 703(a) of title VII of the Elementary and Secondary

Education Act of 1965), by providing bilingual adult education programs in which instruction is given in English and, to the extent necessary to allow such persons to progress effectively through the adult education program, in the native language of such persons, carried out in coordination with programs of bilingual education assisted under such title VII and bilingual vocational education programs under the Vocational Education Act of 1963; and

(12) provide such further information and assurances as the Commissioner may by regulation require.

(b) The Commissioner shall not finally disapprove any State plan submitted under this title, or any modification thereof, without first affording the State educational agency reasonable notice and opportunity for a hearing.

Payments

SEC. 307. (a) Except as provided in subsection (b), the Federal share of expenditures to carry out a State plan shall be paid from a State's allotment available for grants to such State. The Federal share for each State shall be 90 per centum, except that with respect to the Trust Territory of the Pacific Islands such Federal share shall be 100 per centum.

(b) No payment shall be made to any State from its allotment for any fiscal year unless the Commissioner finds that the fiscal effort per student or the amount available for expenditure by such State for adult education from non-Federal sources for the preceding fiscal year was not less than such fiscal effort per student or such amount available for expenditure for such purposes from such sources during the second preceding fiscal year, but no State shall be required to use its funds to supplant any portion of the Federal share.

Operation of State Plans; Hearings and Judicial Review

SEC. 308. (a) Whenever the Commissioner, after reasonable notice and opportunity for hearing to the State educational agency administering a State plan approved under this title, finds that—

(1) the State plan has been so changed that it no longer complies with the provisions of section 306, or

(2) in the administration of the plan there is a failure to comply substantially with any such provision, the Commissioner shall notify such State agency that no further payments will be made to the State under this title (or, in his discretion, that further payments to the State will be limited to programs under or portions of the State plan not affected by such failure), until he is satisfied that there will no longer be any failure to comply. Until he is so satisfied, no further payments may be made to such State under this title (or payments shall be limited to programs under or portions of the State plan not affected by such failure).

(b) A State educational agency dissatisfied with a final action of the Commissioner under section 306 or subsection (a) of this section may appeal to the United States court of appeals for the circuit in which the State is located, by filing a petition with such court within sixty days after such final action. A copy of the petition shall be forthwith transmitted by the clerk of the court to the Commissioner or any officer designated by him for that purpose. The Commissioner thereupon shall file in the court the record of the proceedings on which he based his action, as provided in section 2112 of title 28, United States Code. Upon the filing of such petition, the court shall have jurisdiction to affirm the action of the Commissioner or to set it aside, in whole or in part, temporarily or permanently, but until the filing of the record, the Commissioner may modify or set aside his order. The findings of the Commissioner as to the facts, if supported by substantial evidence, shall be conclusive, but the court, for good cause shown, may remand the case to the Commissioner to take further evidence, and the Commissioner may thereupon make new or modified findings of fact and may modify his previous action, and shall file in the court the record of the further proceedings. Such new or modified findings of fact shall likewise be conclusive if supported by substantial evidence. The judgment of the court affirming or setting aside, in whole or part, any action of the Commissioner shall be final, subject to the review by the Supreme Court of the United States upon certiorari or certification as provided in section 1254 of title 28, United States Code. The commencement of proceedings under this subsection shall not, unless so specifically ordered by the court, operate as a stay of the Commissioner's action.

Use of Funds for Special Experimental Demonstration Projects and Teacher Training

SEC. 309. Of the funds allotted to a State under section 305 for a fiscal year, not less than 10 per centum shall be used for—

(1) special projects which will be carried out in furtherance of the purposes of this title, and which—

(A) involve the use of innovative methods, including methods for educating persons of limited English-speaking ability, systems, materials, or programs which may have national significance or be of special value in promoting effective programs under this title, or

(B) involve programs of adult education, including education for persons of limited English-speaking ability, which are part of community school programs, carried out in cooperation with other Federal, federally assisted, State, or local programs which have unusual promise in promoting a comprehensive or coordinated approach to the problems of persons with educational deficiencies; and

(2) training persons engaged, or preparing to engage, as per-

sonnel in programs designed to carry out the purposes of this title.

Clearinghouse on Adult Education

SEC. 309A. The Commissioner shall establish and operate a clearinghouse on adult education, which shall collect and disseminate to the public information pertaining to the education of adults and adult education programs, together with ways of coordinating adult education programs with manpower and other education programs. The Commissioner is authorized to enter into contracts with public agencies or private organizations to operate the clearinghouse established or designated under this section.

Special Projects for the Elderly

SEC. 310. (a) The Commissioner is authorized to make grants to State and local educational agencies or other public or private non-profit agencies for programs to further the purpose of this Act by providing educational programs for elderly persons whose ability to speak and read the English language is limited and who live in an area with a culture different than their own. Such programs shall be designed to equip such elderly persons to deal successfully with the practical problems in their everyday life, including the making of purchases, meeting their transportation and housing needs, and complying with governmental requirements such as those for obtaining citizenship, public assistance and social security benefits, and housing.

(b) For the purpose of making grants under this section there are authorized to be appropriated such sums as may be necessary for the fiscal year ending June 30, 1973, and each succeeding fiscal year ending prior to July 1, 1975.

(c) In carrying out the program authorized by this section, the Commissioner shall consult with the Commissioner of the Administration on Aging for the purpose of coordinating, where practicable, the programs assisted under this section with the programs assisted under the Older Americans Act of 1965.

State Advisory Councils

SEC. 310A. (a) Any State which receives assistance under this title may establish and maintain a State advisory council, or may designate and maintain an existing State advisory council, which shall be, or has been, appointed by the Governor or, in the case of a State in which members of the State boards which governs the State education agency are elected (including election by the State legislature), by such board.

(b)(1) Such a State advisory council shall include as members persons who, by reason of experience or training, are knowledgeable in the field of adult education or who are officials of the State educational agency or of local educational agencies of that

State, persons who are or have received adult educational services, and persons who are representative of the general public.

(2) Such a State advisory council, in accordance with regulations prescribed by the Commissioner, shall—

(A) advise the State educational agency on the development of, and policy matters arising in, the administration of the State plan approved pursuant to section 306;

(B) advise with respect to long-range planning and studies to evaluate adult education programs, services, and activities assisted under this Act; and

(C) prepare and submit to the State educational agency, and to the National Advisory Council on Adult Education established pursuant to section 311, an annual report of its recommendations, accompanied by such additional comments of the State educational agency as that agency deems appropriate.

(c) Upon the appointment of any such advisory council, the appointing authority under subsection (a) of this section shall inform the Commissioner of the establishment of, and membership of, its State advisory council. The Commissioner shall, upon receiving such information, certify that each such council is in compliance with the membership requirements set forth in subsection (b)(1) of this section.

(d) Each such State advisory council shall meet within thirty days after certification has been accepted by the Commissioner under subsection (c) of this section and select from among its membership a chairman. The time, place, and manner of subsequent meetings shall be provided by the rules of the State advisory council, except that such rules shall provide that each such council meet at least four times each year, including at least one public meeting at which the public is given the opportunity to express views concerning adult education.

(e) Each such State advisory council is authorized to obtain the services of such professional, technical, and clerical personnel as may be necessary to enable them to carry out their functions under this section.

National Advisory Council on Adult Education

SEC. 311. (a) The President shall appoint a National Advisory Council on Adult Education (hereinafter in this section referred to as the "Council").

(b) The Council shall consist of fifteen members who shall, to the extent possible, include persons knowledgeable in the field of adult education, State and local public school officials, and other persons having special knowledge and experience, or qualifications with respect to adult education, including education for persons of limited English-speaking ability in which instruction is given in

English and, to the extent necessary to allow such persons to progress effectively through the adult education programs, in the native language of such persons, and persons representative of the general public. The Council shall meet initially at the call of the Commissioner and elect from its number a chairman. The Council will thereafter meet at the call of the chairman, but not less often than twice a year. Subject to section 448(b) of the General Education Provisions Act, the Council shall continue to exist until July 1, 1978.

(c) The Council shall advise the Commissioner in the preparation of general regulations and with respect to policy matters arising in the administration of this title, including policies and procedures governing the approval of State plans under section 306 and policies to eliminate duplication, and to effectuate the coordination of programs under this title and other programs offering adult education activities and services.

(d) The Council shall review the administration and effectiveness of programs under this title, make recommendations with respect thereto, and make annual reports to the President of its findings and recommendations (including recommendations for changes in this title and other Federal laws relating to adult education activities and services). The President shall transmit each such report to the Congress together with his comments and recommendations. The Secretary of Health, Education, and Welfare shall coordinate the work of the Council with that of other related advisory councils.

Limitation

SEC. 312. No grant may be made under this title for any educational program, activity, or service related to sectarian instruction or religious worship, or provided by a school or department of divinity. For purposes of this section, the term "school or department of divinity" means an institution or a department or branch of an institution whose program is specifically for the education of students to prepare them to become ministers of religion or to enter upon some other religious vocation, or to prepare them to teach theological subjects.

Appropriations Authorized

SEC. 313. (a) There are authorized to be appropriated $160,000,000 for the fiscal year ending June 30, 1970, $200,000,000 for the fiscal year ending June 30, 1971, $225,000,000 for each of the fiscal years ending June 30, 1972, and June 30, 1973, $150,000,000 for each of the fiscal years ending June 30, 1974, and June 30, 1975, $175,000,000 for the fiscal year ending June 30, 1976, and $200,000,000 for each of the fiscal years ending June 30, 1977, and June 30, 1978: Provided, That, effective with respect to fiscal years after June 30, 1974, grants to each State under section 305 shall not be less than 90 per centum of the

grants made to such State agencies in fiscal year 1973, for the purposes of this title (other than sections 310 and 314).

(b) There are further authorized to be appropriated for each such fiscal year such sums, not to exceed 5 per centum of the amount appropriated pursuant to subsection (a) for such year, as may be necessary to pay the cost of the administration and development of State plans, and other activities required pursuant to this title. For the fiscal year ending June 30, 1970, and the succeeding fiscal year, nothing in this subsection shall be construed to prohibit the use of any amounts appropriated pursuant to this Act to pay such costs, subject to such limitations as the Commissioner may prescribe.

Improvement of Educational Opportunities for Adult Indians

SEC. 314. (a) The Commissioner shall carry out a program of making grants to State and local educational agencies, and to Indian tribes, institutions, and organizations, to support planning, pilot, and demonstration projects which are designed to plan for, and test and demonstrate the effectiveness of, programs for providing adult education for Indians—

(1) to support planning, pilot, and demonstration projects which are designed to test and demonstrate the effectiveness of programs for improving employment and educational opportunities for adult Indians;

(2) to assist in the establishment and operation of programs which are designed to stimulate (A) the provision of basic literacy opportunities to all nonliterate Indian adults, and (B) the provision of opportunities to all Indian adults to qualify for a high school equivalency certificate in the shortest period of time feasible;

(3) to support a major research and development program to develop more innovative and effective techniques for achieving the literacy and high school equivalency goals;

(4) to provide for basic surveys and evaluations thereof to define accurately the extent of the problems of illiteracy and lack of high school completion on Indian reservations;

(5) to encourage the dissemination of information and materials relating to, and the evaluation of the effectiveness of, education programs which may offer educational opportunities to Indian adults.

(b) The Commissioner is also authorized to make grants to, and contracts with, public agencies, and institutions, and Indian tribes, institutions, and organizations for—

(1) the dissemination of information concerning educational programs, services, and resources available to Indian adults, including evaluations thereof; and

(2) the evaluation of the effectiveness of federally assisted programs in which Indian adults may participate in

achieving the purposes of such programs with respect to such adults.

(c) Applications for a grant under this section shall be submitted at such time, in such manner, and contain such information, and shall be consistent with such criteria, as may be established as requirements in regulations promulgated by the Commissioner. Such applications shall—

(1) set forth a statement describing the activities for which assistance is sought;

(2) provide for an evaluation of the effectiveness of the project in achieving its purposes and those of this section.

The Commissioner shall not approve an application for a grant under subsection (a) unless he is satisfied that such application, and any documents submitted with respect thereto, indicate that there has been adequate participation by the individuals to be served and tribal communities in the planning and development of the project, and that there will be such a participation in the operation and evaluation of the project. In approving applications under subsection (a), the Commissioner shall give priority to applications from Indian educational agencies, organizations, and institutions.

(d) For the purpose of making grants under this section there are hereby authorized to be appropriated $5,000,000 for the fiscal year ending June 30, 1973, and $8,000,000 for each of the succeeding fiscal years ending prior to July 1, 1978.

Emergency Adult Education Program for Indochina Refugees

SEC. 315. (a) From the appropriations authorized for the period beginning July 1, 1976, and ending September 30, 1977, but not appropriated for other programs under this title, the Commissioner shall carry out a program of making grants to State and local education agencies for such years for the purpose of operating special adult education programs for Indochina refugees, as defined in section 3 of the Indochina Migration and Refugee Assistance Act of 1975. Such grants may be used for—

(1) programs of instruction of adult refugees in basic reading, mathematics, development and enhancement of necessary skills, and promotion of literacy among refugee adults, for the purpose of enabling them to become productive members of American society;

(2) administrative costs of planning and operating such programs of instruction;

(3) educational support services which meet the needs of adult refugees, including but not limited to guidance and counseling with regard to educational, career, and employment opportunities; and

(4) special projects designed to operate in conjunction with existing Federal and non-Federal programs and activ-

ities to develop occupational and related skills for individuals, particularly programs authorized under the Comprehensive Employment and Training Act of 1973 or under the Vocational Education Act of 1963.

(b) The Commissioner shall not approve an application for a grant under this section unless (1) in the case of an application by a local education agency, it has been reviewed by the respective State education agency which shall provide assurance to the Commissioner that, if approved by the Commissioner, the grant will not duplicate existing and available programs of adult education which meet the special need of Indochina refugees, and (2) the application includes a plan acceptable to the Commissioner which provides reasonable assurances that adult refugees who are in need of a program are located in an area near that State or local education agency, and would participate in the program if available.

(c) Applications for a grant under this section shall be submitted at such time, in such manner, and contain such information as the Commissioner may reasonably require.

(d) Notwithstanding the provisions of section 305 and 307(s), the Commissioner shall pay all the costs of applications approved by him under this section.

LEGISLATIVE HISTORY

P.L. 89–750, Nov. 3, 1966, Title III, 80 Stat. 1191;
P.L. 90–247, Jan. 2, 1968, Title V, 81 Stat. 815;
P.L. 90–576, Oct. 16, 1968, 81 Stat. 1095;
P.L. 91–230, April 13, 1970, Title III, 84 Stat. 159;
P.L. 91–600, Dec. 30, 1970, 84 Stat. 1669;
P.L. 92–318, June 23, 1972, 86 Stat. 342;
P.L. 93–29, May 3, 1973, 87 Stat. 59;
P.L. 93–380, Aug. 21, 1974, Title VI, Part A, 88 Stat. 576;
P.L. 94–405, Sept. 10, 1976, Title III; and
P.L. 94–482, Oct. 12, 1976, Title III.

Appendix B

Union Calendar No. 586

95TH CONGRESS
2D SESSION

H. R. 15

[Report No. 95–1137]

A BILL

To extend for five years certain elementary, secondary, and other education programs.

By Mr. PERKINS

JANUARY 4, 1978
Referred to the Committee on Education and Labor

MAY 11, 1978
Reported with amendments, committed to the Committee of the Whole House on the State of the Union, and ordered to be printed

TITLE XII—AMENDMENTS TO THE ADULT EDUCATION ACT

Purpose; Definitions

SEC. 1201. (a) Section 302 of the Adult Education Act is amended to read as follows:

"Statement of Purpose

"SEC. 302. It is the purpose of this title to expand educational opportunities for adults and to encourage the establishment of programs of adult education that will—

"(1) enable all adults to acquire basic skills necessary to function in society,

"(2) enable adults who so desire to continue their education to at least the level of completion of secondary school, and

"(3) make available to adults the means to secure training that will enable them to become more employable, productive, and responsible citizens.".

(b) Section 303(b) of such Act is amended by inserting "lack sufficient mastery of basic educational skills to enable them to function effectively in society or" immediately after "(1)".

Grants to States

SEC. 1202. (a) Section 304 of the Adult Education Act is amended by striking out "private nonprofit agencies" each place it appears and inserting in lieu thereof "by public or private nonprofit agencies, organizations, and institutions only if the duly constituted educational agency concurs".

(b) Section 304 of such Act is further amended by redesignating subsection (b) as subsection (a) and by adding at the end thereof the following new subsection:

"(b) Not more than 20 per centum of the funds granted to any State under subsection (a) for any fiscal year shall be used for the education of institutionalized individuals.".

Allotment; State Plans

SEC. 1203 (a) Sections 303(g) and 305(a) of the Adult Education Act are each amended by inserting "the Northern Mariana Islands," immediately after "Pacific Islands,".

(b) Section 306 of such Act is amended to read as follows:

"State Plans

"SEC. 306. (a) A State shall be eligible to receive its allotment under section 305 if—

"(1) it has on file with the Commissioner a general State application under section 435 of the General Education Provisions Act, and

"(2) it has submitted to the Commissioner at such times (not more frequently than once every three years), and in such detail, as the Commissioner shall prescribe a State plan meeting the requirements of subsection (b). "(b) A State plan under this title shall—

"(1) set forth a program for the use of funds provided under this title to carry out the purposes stated in section 302 with respect to all segments of the adult population in the State, including residents of rural areas, residents of urban areas with high rates of unemployment, adults with limited English language skills, and institutionalized adults;

"(2) provide for the administration of the program by the State educational agency;

"(3) describe the procedures the State will use to ensure that in carrying out such program there will be adequate consultation, cooperation and coordination between the State educational agency and State manpower services councils and other agencies, organizations, and institutions in the State which operate employment and training programs or other educational or training programs for adults;

"(4) identify (A) the needs of the population of the State for services authorized under this title, (B) the other resources in the State available to meet those needs, and (C) the goals the State will seek to achieve in meeting those needs over the period covered by the plan;

"(5) describe the means by which the delivery of adult education services will be significantly expanded through the use of agencies, institutions, and organizations other than the public school system, such as businesses, labor unions, libraries, institutions of higher education, and community organizations;

"(6) describe the means by which representatives of business and industry, labor unions, public and private educational agencies and institutions, churches, fraternal and voluntary organizations, community organizations, State and local manpower and training agencies, and representatives of special adult populations, including residents of rural areas, residents of urban areas with high rates of unemployment, adults with limited English language skills, and institutionalized adults, and other entities in the State concerned with adult education have been involved in the development of the plan and will continue to be involved in carrying out the plan, especially with regard to the expansion of the delivery of adult education services through those agencies, institutions, and organizations;

"(7) describe the efforts to be undertaken by the State to assist adult participation in adult education programs through flexible course schedules, convenient locations, adequate transportation, and meeting child care needs;

"(8) provide that such agency will make available not to exceed 20 per centum of the State's allotment for programs of equivalency for a certification of graduation from a secondary school;

"(9) provide that special emphasis be given to adult basic education programs except where such needs can be shown to have been met in the State;

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"(10) provide that special assistance be given to the needs of persons with limited English language skills (as defined in section 703(a) of title VII of the Elementary and Secondary Education Act of 1965), by providing bilingual adult education programs in which instruction is given in English and, to the extent necessary to allow such persons to progress effectively through the adult education program, in the native language of such persons, carried out in coordination with programs of bilingual education assisted under such title and bilingual vocational education programs under the Vocational Education Act of 1963;

"(11) set forth the criteria by which the State will evaluate the quality of proposals from local agencies, organizations, and institutions; and

"(12) provide such further information and assurances as the Commissioner may by regulation require, including information regarding the extent to which the goals of the program have been achieved during the preceding three years.".

Payments

SEC. 1204. Section 307(a) of the Adult Education Act is amended to read as follows:

"Payments

"SEC. 307. (a) Except as provided in subsection (b), the Federal share of expenditures to carry out a State plan shall be paid from a State's allotment available for grants to such State. The Federal share shall be 90 per centum of the cost of carrying out the State's program, except that with respect to Guam, American Samoa, the Virgin Islands, the Trust Territory of the Pacific Islands, and the Northern Mariana Islands, the Federal share shall be 100 per centum.".

Research, Development, Dissemination, and Evaluation

SEC. 1205. Section 308 of the Adult Education Act is amended to read as follows:

"Research, Development, Dissemination, and Evaluation

"SEC. 308. (a) In addition to the responsibilities of the Director under section 405 of the General Education Provisions Act, the Director of the National Institute of Education shall directly, and through grants and contracts with public and private agencies, institutions and organizations, carry out a program—

"(1) to conduct research into problems in adult education;

"(2) to develop new and promising approaches and innovative methods which are designed to address those problems and which may have national significance or be of special value in promoting effective programs under this Act, including one-year grants to States to plan for the expansion of their systems for the delivery of adult education services;

"(3) to determine, using appropriate objective evaluation criteria, which projects and approaches funded under paragraph (2) and under section 309 of this Act have achieved their stated goals and

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are capable of achieving comparable levels of effectiveness at additional locations; and

"(4) to disseminate throughout the Nation information about those approaches or methods pertaining to adult basic education which are most effective, by—

"(A) establishing and operating a clearinghouse on adult education which shall collect, select, and disseminate to the public information pertaining to the education of adults, those approaches and methods of educating adults which are most effective, and ways of coordinating adult education programs with manpower and other education programs; and

"(B) utilizing the resources and procedures established by the Commissioner under section 422

(a) of the General Education Provisions Act.

"(b) The Commissioner shall directly, and through grants and contracts with public and private agencies, institutions and organizations, evaluate the effectiveness of programs conducted under section 304 of this Act.

"(c) There are authorized to be appropriated for the purposes of this section $1,500,000 for the fiscal year ending September 30, 1980, $2,000,000 for the fiscal year ending September 30, 1981, and $3,000,000 for each succeeding fiscal year prior to October 1, 1983.".

General Amendments

SEC. 1206. (a) Section 309 (1)(A) of the Adult Education Act is amended to read as follow:

"(A) design, plan, and establish innovative projects for the purpose of serving special populations or meeting special needs identified under section 306(b)(4) of this Act; or".

(b) Section 309A of such Act is amended to read as follows:

"Reporting

"SEC. 309A. The Administrator of the National Center for Education Statistics, in consultation with the Commissioner, shall develop and implement a national adult education data reporting and accounting system, similar to the system authorized for vocational education by section 161 of the Vocational Education Act of 1963.".

(c) Section 310(b) of that Act is amended to read as follows:

"(b) For the purpose of making grants under this section there are authorized to be appropriated such sums as may be necessary for each fiscal year ending prior to October 1, 1983.".

(d) Section 311(b) of such Act is amended by striking out "1979" and inserting in lieu thereof "1984".

Authorization of Appropriations

SEC. 1207. Section 313 of the Adult Education Act is amended to read as follows:

"Appropriations Authorized

"SEC. 313. (a) There are authorized to be appropriated for the purposes of this Act, in addition to any amounts authorized under sections 308 and 310, $200,000,000 for the fiscal year 1979, and for the four succeeding fiscal years.

"(b) There are further authorized to be appropriated for each such fiscal year such sums, not to exceed 5 per centum of the amount appropriated pursuant to subsection (a) for that year, as may be necessary to pay the cost of the administration and development of State plans, and other activities required pursuant to this Act. The amount provided to a State under this subsection shall not be less than $50,000 for any fiscal year, except that such amount shall not be less than $25,000 in the case of Guam, American Samoa, the Virgin Islands, the Northern Mariana Islands, and the Trust Territory of the Pacific Islands.".

Appendix C

Calendar No. 787

95TH CONGRESS
2D SESSION

S. 1753

[Report No. 95-856]

A BILL

To extend the Elementary and Secondary Education Act of 1965, and for other purposes.

By Mr. PELL

JUNE 24 (legislative day, MAY 18), 1977
Read twice and referred to the Committee on Human Resources

MAY 15 (legislative day, APRIL 24), 1978
Reported with an amendment

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TITLE III—EXTENSION OF RELATED EDUCATION PROGRAMS

PART A – ADULT EDUCATION

Statement of Purpose

SEC. 301. Section 302 of the Adult Education Act (hereinafter referred to as the "Act") is amended to read as follows:

"Statement of Purpose

"SEC. 302. It is the purpose of this title to expand educational opportunities for adults and to encourage the establishment of programs of adult education that will—

"(1) enable all adults to acquire basic skills necessary to function in society,

"(2) enable adults who so desire to continue their education to at least the level of completion of secondary school, and

"(3) to make available to adults the means to secure training that will enable them to become more employable, productive, and responsible citizens.".

Definition of Adult Education

SEC. 302. Section 303(b) of the Act is amended by inserting "lack sufficient mastery of basic educational skills to enable them to function effectively in society or who" immediately after "(1)".

Grants to States

SEC. 303. Section 304 of such Act is amended by striking out "private nonprofit agencies" each place it appears and inserting instead "public agencies or private nonprofit organizations and institutions".

Northern Mariana Islands

SEC. 304. (a) Section 303 (g) is amended by inserting "the Northern Mariana Islands" immediately after "the Pacific Islands".

(b) Section 305(a) of the Act is amended by inserting "the Northern Mariana Islands" immediately after "the Pacific Islands,".

State Plans

SEC. 305. Section 306 of the Act is amended to read as follows:

"State Plans

"SEC. 306. (a) A State shall be eligible to receive its allotment under section 305 if—

"(1) it has on file with the Commissioner a general State application under section 434 of the General Education Provisions Act, and

"(2) it has submitted to the Commissioner at such times (not more frequently than one every three years), and in such detail, as the Commissioner shall prescribe a State plan meeting the requirements of subsection (b).

"(b) A State plan under this title shall—

"(1) set forth a program for the use of funds provided under

this title to carry out the purposes stated in section 302 with respect to all segments of the adul population in the State, including institutionalized adults, and all areas of the State;

"(2) provide for the administration of the program by the State educational agency;

"(3) provide for adequate consultation, cooperation, and coordination among the State educational agency, State manpower services councils, State occupational information systems, and other agencies, organizations, and institutions in the State which operate employment and training programs or other educational or training programs for adults; and for coordination of programs carried on under this title with other programs, including reading improvement programs, designed to provide reading instruction for adults carried on by State and local agencies;

"(4) identify (A) the needs of the population of the State for services authorized under this title, (B) the other resources in the State available to meet those needs, and (C) the goals the State will seek to achieve in meeting those needs over the period covered by the plan;

"(5) provide that such agency will make available not to exceed 20 per centum of the State's allotment for programs of equivalency for a certificate of graduation from a secondary school;

"(6) provide such fiscal control and fund accounting procedures as may be necessary to assure proper disbursement of and accounting for Federal funds paid the State under this title (including such funds paid by the State to local educational agencies and public or private nonprofit agencies, organizations, and institutions);

"(7) describe the means by which the delivery of adult education services will be significantly expanded through the use of agencies, institutions, and organizations other than the public school systems, such as businesses, labor unions, libraries, institutions of higher education, public health authorities, antipoverty programs, and community organizations;

"(8) describe the means by which representatives of business and industry, labor unions, public and private educational agencies and institutions, churches, fraternal and voluntary organizations, community organizations, State and local manpower and training agencies, and other entities in the State concerned with adult education have been involved in the development of the plan and will continue to be involved in carrying out the plan, especially with regard to the expansion of the delivery of adult education services through those agencies, institutions, and organizations;

56 "(9) describe the efforts to be undertaken by the State to assist adult participation in adult education programs through flexible course schedules, convenient locations, adequate transportation, and meeting child care needs;

"(10) provide that special emphasis be given to adult basic education programs except where such needs are shown to have been met in the State;

"(11) provide that special assistance be given to the needs of persons with limited English proficiency (as defined in section 703(a) of title VII of the Elementary and Secondary Education Act of 1965) by providing a bilingual adult education program of instruction in English and, to the extent necessary to allow such persons to progress effectively through the adult education program, in the native language of such persons, carried out in coordination with programs of bilingual education assisted under such title VII and bilingual vocational education programs under the Vocational Education Act of 1963;

"(12) demonstrate that the special educational needs of adult immigrants in the State have been examined, and provide for the implementation of adult education and adult basic education programs for immigrants to meet existing needs;

"(13) set forth the criteria by which the State will evaluate the quality of proposals from local agencies, organizations, and institutions; and

"(14) provide such further information and assurances as the Commissioner may by regulation require, including information regarding the extent to which the goals of the program have been achieved during the preceding three years.

"(c) The Commissioner shall not finally disapprove any State plan submitted under this title, or any modification thereof, without first affording the State educational agency reasonable notice and oportunity for a hearing.".

Payments

SEC. 306. Section 307 of the Act is amended to read as follows:

"Payments

"SEC. 307. (a) The Federal share of expenditures to carry out a State plan shall be paid from a State's allotment available for grants to that State. The Federal share shall be 90 per centum of the cost of carrying out the State's programs, except that with respect to Guam, American Samoa, the Virgin Islands, the Northern Mariana Islands, and the Trust Territory of the Pacific Islands, the Federal share shall be 100 per centum.

"(b) No payment shall be made to any State from its allotment for any fiscal year unless the Commissioner finds that the fiscal effort per student or the amount available for expenditure by such State for adult education from non-Federal sources for the preceding fiscal year was not less than such fiscal effort per student or such amount available for expenditure for such purposes from such sources during the second preceding fiscal year, but no State shall be required to use its funds to supplant any portion of the Federal share.".

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Research, Evaluation, and Clearinghouse

SEC. 307. (a) The Act is amended—

(1) by redesignating section 309, relating to use of funds for special experimental demonstration projects and teacher training, as section 310,

(2) by striking out section 309A, relating to the clearinghouse on adult education, and

(3) by redesignating section 310, relating to special projects for the elderly, section 310A, relating to State Advisory Councils, section 311, relating to the National Advisory Council on Adult Education, section 312, relating to limitations, section 313, relating to authorizations, section 314, relating to Indian programs, section 315, relating to Indochinese refugees, as sections 311, 312, 313, 314, 315, 316, and 317, respectively.

(b) The Act is further amended by inserting after section 308 the following new section:

Research, Development, Dissemination, Evaluation, and Information Clearinghouse

SEC. 309. (a)(1) The Commissioner shall directly, and through grants and contracts with public and private nonprofit agencies, institutions, and organizations, including the National Institute of Education, carry out a program—

(A) to develop new and promising approaches to address the special needs of persons requiring adult education services, including one-year grants to States to plan for the expansion of their systems for the delivery of adult education services,

(B) to evaluate the effectiveness of such approaches as well as the effectiveness of other programs assisted under this Act, and

(C) to disseminate the results of activities under this section throughout the Nation.

(2) Notwithstanding the second sentence of section 405 (b)(1) of the General Education Provisions Act, the National Institute of Education shall, in accordance with the terms and conditions of section 405 of such Act carry out a program of research and related activities pertaining to adult education. The Commissioner is authorized to conduct a program of research and related activities pertaining to adult education and may transfer all or part of the amounts available for the purposes of this section, to the National Institute of Education for such programs and activities but such sums shall not exceed 20 per centum of the amount available for this section.

"(b) The Commissioner shall establish and operate a clearinghouse on adult education, which shall collect and disseminate to the public information pertaining to the education of adults and adult education programs, together with ways of coordinating adult education programs with manpower and other education programs. The Commissioner is authorized to enter into contracts with public agencies or private organizations to operate the clearinghouse established or designated under this section.

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(c)(1) The Commissioner shall reserve for the purposes of this section not less than 1 per centum nor more than 5 per centum of the amounts appropriated under section 315 of this title.

(2) From the amounts reserved under paragraph (1) of this subsection (1), the Commissioner shall reserve for the establishment and operation of a clearinghouse pursuant to subsection (b) of this section, an amount equal to at least the amount available in the fiscal year 1978 for the clearinghouse on adult education.

Special Projects for the Elderly

SEC. 308. Section 311 (as redesignated by section 307) is amended by striking out "October 1, 1978 and for the period beginning July 1, 1976 and ending September 30, 1976" and inserting in lieu thereof "October 1, 1983".

National Advisory Council

SEC. 309. (a) Section 313(b) of the Act (as redesignated by section 307) is amended by striking out "October 1, 1978" and inserting in lieu thereof "October 1, 1983".

(b) Section 313 of the Act (as redesignated by section 307), is amended by adding at the end thereof the following new subsection:

"(e) The Commissioner shall reserve for the purpose of this subsection an amount equal to at least the amount available for the National Advisory Council in fiscal year 1978.".

Authorization of Appropriations

SEC. 310. Section 315 of the Act (as redesignated by section 307) is amended to read as follows:

"Appropriations Authorized

"SEC. 315. (a) Except as otherwise provided, there are authorized to be appropriated $225,000,000 for the fiscal year 1979; $250,000,000 for the fiscal year 1980; $275,000,000 for the fiscal year 1981; $300,000,000 for the fiscal year 1982; and $325,000,000 for the fiscal year 1983 to carry out the provisions of this title.

"(b) There are further authorized to be appropriated for each such fiscal year such sums, not to exceed 5 per centum of the amount appropriated pursuant to subsection (a) for that year, as may be necessary to pay the cost of the administration and development of State plans, and other activities required pursuant to this title. The amount provided to a State under this subsection shall not be less than $50,000 for any fiscal year, except that such amount shall not be less than $25,000 in the case of Guam, American Samoa, the Virgin Islands, the Northern Mariana Islands, and the Trust Territory of the Pacific Islands.".

Educational Opportunities for Adult Indians

SEC. 311. Section 316(d) of the Act (as redesignated by section 307) is amended by striking out "July 1, 1978" and inserting in lieu thereof "October 1, 1983".

Adult Education Program for Immigrants

SEC. 312. The Act is further amended by adding at the end thereof the following:

"Adult Education Program for Adult Immigrants

"SEC. 318. (a) The Commissioner is authorized to enter into grants and contracts with State and local education agencies and other public or private nonprofit agencies, organizations, or institutions to provide programs of adult education and adult basic education to immigrant adults in need of such services. Such grants and contracts may be used for—

"(1) programs of instruction of adult immigrants in basic reading, mathematics, development, and enhancement of necessary skills, and promotion of literacy among adult immigrants for the purpose of enabling them to become productive members of American society;

"(2) administrative costs of planning and operating such programs of instruction;

"(3) educational support services which meet the need of adult immigrants including but not limited to guidance and counseling with regard to educational, career, and employment opportunities; and

"(4) special projects designed to operate in conjunction with existing Federal and non-Federal programs and activities to develop occupational and related skills for individuals, particularly programs authorized under the Comprehensive Employment and Training Act of 1973 or under the Vocational Education Act of 1963.

(b)(1) Any applicant for a grant or contract under this section shall first submit its application to the State educational agency. The State educational agency shall expeditiously review and make recommendations to the Commissioner regarding the quality of each such application, consistent with the purposes of section 306(b) (12) and (13) of this title. A copy of the recommendations made by the State educational agency shall be simultaneously submitted to the applicant.

(2) Any applicant which has submitted an application in accordance with paragraph (1) of this subsection, which is dissatisfied with the action of the appropriate State educational agency may petition the Commissioner to request further consideration by the Commissioner of such application.

(c) Applications for a grant or contract under this section shall be submitted at such time, in such manner, and contain such information as the Commissioner may reasonably require.

(d) Notwithstanding the provisions of sections 305 and 307(a), the Commissioner shall pay all the costs of applications approved by him under this section.

60 (e) Not less than 50 per centum of the funds appropriated under this section shall be used by the Commissioner to enter into contracts with private nonprofit agencies, organizations, and institutions.

(f) For the purposes of making grants and entering into contracts under this section, there is hereby authorized to be appropriated such sums as may be necessary for fiscal year 1979 and each of the four succeeding fiscal years.

Appendix D

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
Adult Basic Education
Fiscal Years 1976–1979 State Allotments

FY 1976[1]	FY 1977[2]	FY 1978[3]	1979 FY[4]	—[5]	
$67,500,000	$71,500,000	$80,500,000	$90,750,000	$100,000,000	TOTALS
1,344,029	1,392,796	1,586,261	1,788,980	1,971,921	Alabama.
190,545	209,868	220,998	231,019	240,062	Alaska.
518,744	618,909	693,089	769,742	838,917	Arizona.
827,612	869,018	981,748	1,099,144	1,205,087	Arkansas.
4,517,430	5,082,373	5,844,545	6,648,292	7,373,624	California.
601,541	664,447	745,645	829,716	905,585	Colorado.
951,493	1,003,002	1,136,384	1,275,606	1,401,245	Connecticut.
274,483	302,725	328,167	353,315	376,008	Delaware.
374,932	374,932	408,613	445,114	478,054	District of Columbia.
1,786,037	2,291,735	2,623,761	2,972,916	3,288,007	Florida.
1,570,391	1,792,143	2,047,162	2,314,934	2,556,582	Georgia.
312,647	327,651	356,936	386,144	412,502	Hawaii.
320,090	334,045	364,314	394,563	421,861	Idaho.
3,529,037	3,529,037	3,981,153	4,521,894	5,009,881	Illinois.
1,626,206	1,679,358	1,916,993	2,168,392	2,391,460	Indiana.
951,736	951,736	1,006,595	1,127,497	1,236,604	Iowa.
763,952	763,952	822,389	917,292	1,002,937	Kansas.
1,325,422	1,361,119	1,549,701	1,747,260	1,925,544	Kentucky.
1,439,291	1,439,291	1,585,529	1,788,144	1,970,992	Louisiana.
447,145	447,145	483,240	530,275	572,721	Maine.
1,159,714	1,310,323	1,491,074	1,680,358	1,851,175	Maryland.
1,706,542	1,706,542	1,904,090	2,151,668	2,375,093	Massachusetts.
2,625,728	2,725,471	3,124,352	3,544,162	3,923,015	Michigan.
1,153,991	1,153,991	1,291,179	1,452,249	1,597,605	Minnesota.
948,731	948,731	1,055,134	1,182,887	1,298,177	Mississippi.
1,674,712	1,674,712	1,891,128	2,136,877	2,358,650	Missouri.
325,781	329,272	358,807	388,278	414,875	Montana.
542,844	542,844	594,779	657,556	714,209	Nebraska.
212,470	260,692	279,655	297,955	314,469	Nevada.
330,025	347,194	379,491	411,882	441,113	New Hampshire.
2,209,212	2,332,653	2,670,986	3,026,806	3,347,912	New Jersey.
402,261	423,201	467,213	511,985	552,390	New Mexico.
5,925,791	5,925,791	6,602,287	7,512,984	8,334,833	New York.
1,780,990	2,053,630	2,348,955	2,659,323	2,939,411	North Carolina.
334,999	334,999	360,295	389,977	416,763	North Dakota.
3,248,160	3,277,411	3,761,368	4,271,088	4,731,080	Ohio.
910,306	944,441	1,068,797	1,198,479	1,315,509	Oklahoma.
650,442	698,820	785,316	874,987	955,909	Oregon.
4,105,003	4,105,003	4,462,641	5,071,342	5,620,657	Pennsylvania.
451,990	466,646	517,354	569,204	615,995	Rhode Island.
1,071,826	1,109,330	1,259,102	1,415,645	1,556,915	South Carolina.
344,287	344,287	370,952	402,138	430,281	South Dakota.
1,491,557	1,573,687	1,795,034	2,027,219	2,236,752	Tennessee.
3,281,437	3,803,208	4,368,210	4,963,583	5,500,870	Texas.
338,150	367,583	403,023	438,736	470,964	Utah.
257,409	267,080	287,029	306,369	323,823	Vermont.
1,489,781	1,667,312	1,903,090	2,150,527	2,373,823	Virginia.
916,988	971,951	1,100,547	1,234,711	1,355,785	Washington.
835,680	835,680	890,978	955,562	1,089,943	West Virginia.
1,381,265	1,381,265	1,569,419	1,769,760	1,950,556	Wisconsin.
222,750	229,083	243,174	256,325	268,193	Wyoming.
1,037,200	1,236,885	1,406,318	1,583,639	1,743,661	Puerto Rico.
79,863	123,695	139,265	156,998		American Samoa.
159,727	250,250	281,750	317,624	1,000,000	Trust Territory.
139,762	217,360	244,720	275,880		Guam.
79,863	123,695	139,265	156,998		Virgin Islands.

See footnotes on following page

FOOTNOTES TO STATE ALLOTMENTS TABLE

[1] Distribution of $67,500,000 to each State, D.C., and Puerto Rico at 90% of the 1973 grant amount. The distribution to the other four outlying areas was prorated up from 90% of the 1973 grant amount. The Allotment formula contained in Section 305(a) of P.L. 91–230 as amended by P.L. 93–380 was not used because the appropriation amount was inadequate to make such a distribution and also comply with the provision in Section 313(a) of the Act that grants to each State shall not be less than 90% of the grants made to such State in FY 1973.

[2] Estimated distribution of $71,500,000 with 1% ($715,000) reserved for the outlying areas and the balance distributed with a basic amount of $150,000 to each State, D.C. and Puerto Rico, and the remainder distributed on the basis of those 16 and over with less than a high school diploma, (1970 Census), with no State receiving less than 90% of its FY 1973 amount. The distribution to the areas was based on the FY 1974 distribution of funds to those areas.

[3] Estimated distribution of $80,500,000 with 1% ($805,000) reserved for the outlying areas and the balance distributed with a basic amount of $150,000 to each State, D.C., and Puerto Rico, and the remainder distributed on the basis of those 16 and over with less than a high school diploma (1970 Census), with no State, receiving less than 90% of its FY 1973 amount.

[4] Estimated distribution of $90,750,000 with 1% ($907,500) reserved for the outlying areas and the balance distributed with a basic amount of $150,000 to each State, D.C., and Puerto Rico, and the remainder distributed on the basis of those 16 and over with less than a high school diploma (1970 Census).

[5] Estimated distribution of funds providing congress passes an additional appropriation to the act (NCES/USOE).

Estimated distribution of $100,000,000 with 1% ($1,000,000) reserved for the outlying areas and the balance distributed with a basic amount of $150,000 to each State D.C. and Puerto Rico, and the remainder distributed on the basis of those 16 and over with less than a high school diploma, 4-1-70, with no State receiving less than 90% of its FY 1973 amount.

Appendix E

PUBLICATIONS

Publication	Date
Interim Report	September 1971
UNSECO Questionnaire Third International Conference on Adult Education	November 1971
Annual Report	March 1972
Career Education	May 1972
Federal Activities in Support of Adult Education	June 1972 Revised–November 1972
Adult Education Associations and Organziations	November 1972
Annual Report	March 1973
State Demographic Data (Interim Report)	October 1973
Annual Report	March 1974
A Target Population in Adult Education	November 1974
Annual Report (Target Population Document and Recommendations)	March 1974
The Roles and Responsibilities of Adult Education Within Parent/Early Childhood Education	October 1975
State Advisory Councils on Adult Education	December 1975
1976 Annual Report–Two volumes Recommendations Legislative History	March 1976
1977 Annual Report–Two volumes Section I Section II–Survey of State Support of Adult Education	 May 1977 November 1977

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☆ U.S. GOVERNMENT PRINTING OFFICE : 1978 O—270-092

NATIONAL ADVISORY COUNCIL ON ADULT EDUCATION
425 13th STREET, N.W. / PENNSYLVANIA BLDG. / SUITE 323
WASHINGTON, D.C. 20004

STAFF

Gary A. Eyre
Executive Director

Carlene L. Turman
Assistant Director

Helen Banks
Administrative Assistant

Toni L. Wright
Stenographer

Ann Zeltmann
Accountant

Karen L. Colbert
Clerk Typist